

Key Title I, Part A Parental Notice Requirements*	When	By whom		
		SEAs	LEAs	Schools
Annual report cards (SEAs and LEAs disseminate to parents, schools and the public an annual report card with aggregate information, including student achievement (disaggregated by category), graduation rates, performance of LEAs, teacher qualifications and other required information). [Section 1111(h)(1) and (2), ESEA.] <i>Guidance, B-5 (SEA) and C-7 (LEA).</i>	Annually	✓	✓	
Individual student assessment reports (SEAs, in consultation with LEAs, provide to parents, teachers and principals of students in <i>all</i> schools individual student interpretive, descriptive and diagnostic reports which allow specific academic needs to be understood and addressed, and include information on the student's achievement on academic assessments aligned with State academic achievement standards). [Section 1111(b)(3)(C)(xii), ESEA.]	As soon as practicable after the assessment is given	✓		
Progress review (SEAs disseminate to parents, LEAs, teachers and other staff, students, and the community the results of the SEA's yearly progress review of each LEA (including progress in carrying out parental involvement responsibilities); LEAs disseminate to parents, teachers, principals, schools and the community the results of the LEA's yearly progress review of each school). [Section 1116(a)(1)(C), (c)(1)(B) and (c)(6), ESEA.] <i>Guidance, B-7 (SEA) and C-20 (LEA)</i>	Annually	✓	✓	
LEAs identified for improvement (SEAs notify parents of children enrolled in schools in the LEA that the LEA has been identified for improvement and other information). [Section 1116(c)(1) and (6), ESEA.] <i>Guidance, B-8.</i>	Promptly upon identification	✓		
LEAs identified for corrective action (SEAs disseminate to parents and public information on corrective actions taken by SEA). [Section 1116(c)(10)(E), ESEA.] <i>Guidance, B-9.</i>		✓		
Schools identified for school improvement, corrective action, or restructuring (LEA provides to parents of each student an explanation of what the identification means, how the school compares to others, reasons for the identification, the LEA's and school's response, how parents can become involved, any corrective action taken, the parental choice and supplemental services options as applicable, restructuring, and other information). [Section 1116(b)(6), 7(E), and 8(C), ESEA, and 34 CFR 200.37(5).] <i>Guidance, C-21, C-22, and C-23.</i>	Promptly following identification		✓	

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		SEAs	LEAs	Schools
Choice – schools identified for school improvement, corrective action and restructuring (LEAs notify parents of all children in such schools that they have the right to transfer to other schools in the LEA that are not in improvement). [Section 1116(b)(1)(E), ESEA, and 34 CFR 200.44(a)(2).] <i>Guidance, C-21</i>	Annually, no later than the first day of the school year		✓	
Supplemental services – schools in the second year of school improvement, in corrective action, or in restructuring (LEAs serving schools that fail to make adequate yearly progress (AYP) by the end of the first full school year after being identified for improvement provide notice to parents of the availability of supplemental services, the identity of the providers, a description of the services and other information). [Section 1116(e)(2), ESEA.] <i>Guidance, C-21</i>	Annually (at a minimum)		✓	
Schools identified for restructuring (LEAs serving schools that fail to make AYP after 1 full school year of corrective action provide prompt notice to teachers and parents and provide opportunity to comment and participate in preparing a restructuring plan). [Section 1116(b)(8)(C), ESEA.] <i>Guidance, C-27</i>	Promptly after school misses AYP following 1 full school year of being in corrective action		✓	
Written parental involvement policies (LEAs notify parents of Title I, Part A children of district-level written parental involvement policy; schools notify parents and community of school's written parental involvement policy). [Section 1118(a)(2) and (b)(1), ESEA.] <i>Guidance, C-3 and C-4 (LEA), and D-1 (school)</i>	Determined by LEA		✓ (LEA policy)	✓ (school policy)
Written SEA complaint procedures (LEAs disseminate free of charge to parents of students, and to appropriate private school officials or representatives, adequate information about the SEA's written complaint procedures for resolving issues of violation(s) of a federal statute or regulation that applies to Title I, Part A programs). [34 CFR Section 200.11(d).]	Determined by SEA		✓	
Parents' right to know – teacher and paraprofessional qualifications (LEAs inform parents of Title I, Part A students that parents may request, and the LEA then will provide, certain information on the professional qualifications of the student's classroom teachers and paraprofessionals providing services to the child). [Section 1111(h)(6)(A), ESEA.] <i>Guidance, C-6</i>	Annually, at beginning of school year		✓	

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Key Title I, Part A Parental Notice Requirements*	When	By whom		
		SEAs	LEAs	Schools
Parents' right to know — student achievement (Schools provide to each individual parent information on the level of achievement of the parent's child in each of the state academic assessments). <i>[Section 1111(h)(6)(B)(i), ESEA.] Guidance, D-10.</i> NOTE: This requirement may be covered by the SEA's individual student assessment report indicated above.	Determined by LEA			✓
Parents' right to know — non-highly qualified teachers (Schools provide to each individual parent timely notice that the parent's child has been assigned to, or taught for 4 or more consecutive weeks by, a teacher who is not highly qualified). <i>[Section 1111(h)(6)(B)(ii), ESEA.] Guidance, D-3</i>	Timely			✓
Title I, Part A meeting (Schools invite parents to an informational meeting to inform them about the school's participation in Title I, Part A programs and explain the requirements and their right to be involved). <i>[Section 1118(c)(1) and (2), ESEA.] Guidance, D-5</i>	Annual			✓
Title I, Part A information (Schools provide to parents of participating children specific information about Title I, Part A programs, and opportunity to request regular meetings). <i>[Section 1118(c)(4), ESEA.] Guidance, D-6</i>	Timely			✓
Limited English proficient students — general (LEAs implement effective outreach to inform parents of limited English proficient children of how those parents can be involved in their children's education and active participants in helping their children attain English proficiency, and high achievement levels in core academic subjects, and meet State standards, including notice of opportunities for and holding regular meetings). <i>[Section 1112(g)(4), ESEA] Guidance, C-9</i>	Regular (meetings)		✓	

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Limited English proficient students — language instruction educational programs (LEAs inform parents of limited English proficient children identified for participation or participating in a Title I, Part A-funded language instruction educational program under Title III of the ESEA, of: reasons for the identification, level of English proficiency, methods of instruction, how the program will help the child and other information; LEAs inform parents of a child with a disability how the language instruction educational program meets the objectives of the child's individualized educational program (IEP)). [Section 1112(g)(1)(A) and (3), ESEA.] <i>Guidance, C-9 and C-10</i>	Annually, not later than 30 days after the beginning of school year for children ID'd before beginning of year; otherwise within first 2 weeks of child being placed in language instruction program.		✓	
Limited English proficient students — insufficient language instruction educational programs (Eligible entity using Title I, Part A funds for a language instruction educational program under Title III of the ESEA provides separate notice to parents of a child identified for participation in, or participating in, the program to inform them that the program has not made progress on the annual measurable achievement objectives). [Section 1112(g)(1)(B), ESEA.]	Not later than 30 days after the failure occurs		✓ (or other eligible entity)	
Students with the most significant cognitive disabilities (A state that measures the achievement of students with the most significant cognitive disabilities based on alternate achievement standards must ensure that parents are informed that their child's achievement will be based on these alternate standards. The SEA must also ensure that parents are informed of the actual achievement levels of these students, particularly in the case of an LEA that exceeds the 1% cap on counting proficient scores for AYP). [Section 1111(b)(3), ESEA, and 34 CFR Section 200.6(a)(2)(iii)(A)(2), 200.13(c)(4)(v).]	Determined by SEA	✓		

Source: Adapted from *Parental Involvement Guidance*, U.S. Department of Education

*This table includes key Title I, Part A statutory and regulatory requirements for notice or information given or disseminated to parents of students participating in Title I, Part A programs. It is not intended to be an exhaustive list, and does not include consultation, collaboration, technical assistance, training or other types of requirements. Except where otherwise indicated, the terms "LEAs" and "schools" refer to local educational agencies and schools with programs funded under Title I, Part A of NCLB.